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ABSTRACT

The Kansas State Teachers College (KSTC) has designed a Community College Education Center for the preparation of community college teachers, administrators, counselors, service staff and other support personnel. The Center will also provide cooperative in-service activities for Kansas community college personnel, orientation and service to KSTC students who transfer from community colleges, and assist in the development of community colleges in Kansas. This document describes the process of formulating the Center's goals and instructional objectives, and includes course outlines, course units and objectives, as well as descriptions of internships which will be required of students attending the center. A basic assumption of the Center is that it must be a cooperative effort of KSTC staff and Kansas community college personnel. Because of an emphasis on flexibility of scheduling and the need for student on-the-job experience in the community college, a competency-base module approach was adopted. Objectives and tasks were identified so that students attending the Center would know exactly what was expected of them. For example, future community college teachers are expected to be competent in their teaching field, have knowledge of various teaching-learning strategies, understand the needs and characteristics of junior college students, and know the philosophy and functions of community colleges. (LP)

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AN APPROACH TOWARD THE DEVELOPMENT AND IMPLEMENTATION OF A COMMUNITY COLLEGE EDUCATION CENTER

by
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Kansas State Teachers College

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FOREWORD

The report contained herein outlines the planning and development of a community college training program which now has been implemented at Kansas State Teachers College, Emporia, Kansas. The author, Dr. Carl L. Heinrich, formerly State Director of Community Colleges in Kansas, is director of the program. Dr. Heinrich was a recipient of the Inservice Grant available through the Florida State University/University of Florida Center for State-Level Leadership which is supported by a grant of the W. K. Kellogg Foundation. He was able to visit both partnership universities during the summer and fall of 1970 in order to examine community college training programs in operation as well as studies of their components prior to the planning activities outlined in his report.

Dr. Heinrich and his colleagues at Kansas State Teachers College have successfully introduced the Community College Education Center described. While copies of this report will be of particular interest to the State of Kansas and its community colleges, other states will find the report of value in assisting graduate colleges and universities within their own state interested in studying provisions for developing community college training programs.

Dr. Raymond Schultz, on leave from Florida State University while directing an international education project for the American Association of Junior Colleges, worked closely with Dr. Heinrich on his study. Dr. James L. Wattenbarger, friend and colleague, assumed responsibility for the direction of study in Dr. Schultz's absence.

State agency personnel interested in additional information on the Inservice Grant programs are invited to address inquiries to Dr. Wattenbarger at the University of Florida or to me at Florida State University.

Louis W. Bender
Professor of Higher Education
Florida State University

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Introduction

Throughout the past few years relationships between community colleges and four year colleges and universities have been strengthened by common interests and a realization that such institutions can and do complement each other. Kansas is no exception. This can be documented by describing the development of a Community College Education Center stressing the cooperative efforts between the community colleges of Kansas and Kansas State Teachers College, Emporia.

In determining how to proceed, three important assumptions were paramont. First, those persons who would be most knowledgeable as to what the Center should become would be community college personnel. Secondly, if persons or faculty employed by the senior college are going to be involved in the Center they should become oriented to the community college mission. And third, in order for the Center to be effective it must involve cooperation between the community and senior colleges using the total resources of all institutions. To carry this point further, it is imperative that the Center not become a division or department within the senior college but that it be so integrated that many faculty and staff of the senior college experience involvement with either part-time or full-time assigned responsibilities to the Center's operation. It is also imperative that the faculty and staff of the community colleges be involved in the Center operation with full rights and responsibilities as those employed by the senior college. These considerations were brought to awareness through comments from community college personnel, by statements of two major criticisms relating to the establishment of community college education programs. The first criticism being that many programs initiated in the past were developed and implemented by the senior colleges without the advice or participation of the employing institutions, being the community colleges. Secondly, that

senior college faculty participating in the preparation of future community college personnel did not have an understanding of the community college mission and therefore, could not relate these understandings to the prospective community college staff members. Thus, the philosophy accepted by the Kansas State Teachers College was that the development of a Community College Education Center must be a cooperative effort with the complete understanding and acceptance between Kansas State Teachers College and the Kansas community college personnel with the ultimate results benefiting and strengthening all institutions concerned.

The Development Procedure

In order to carry through the philosophy emphasized in the introduction, the director asked the Kansas Association of Public Community Junior Colleges to appoint a Community College Advisory Council representative of administration, faculty, and students employed or enrolled in community colleges for the purpose of determining the functions of the Community College Education Center as well as the specific programs with which the Center could be involved. The Association appointed the following individuals to the Council:

Mr. Vernon Mai - Director, Pupil Personnel Services, Dodge City Community Junior College
* Dr. Raymond Wamsley - Dean, Barton County Community Junior College
Mr. Ronald Seager - Faculty, Butler County Community Junior College
Mr. Ed Walbourn - President, Butler County Community Junior College
Mr. Roscoe Waldorf - Faculty, Garden City Community Junior College
Mr. Rick Biles - Student, Ft. Scott Community Junior College
Dr. Raymond Slattery - Executive Secretary, Kansas Assoc. Public CJC - ex officio
Dr. Andrew Elland - President KPCJC Association and President, Hutchinson Community Junior College - ex officio
** Mr. L. C. Crouch - State Director, College Accreditation Section, State Department of Education - ex officio
Miss Eileen Heinen - Assistant, College Accreditation Section, State Department of Education - ex officio

It should also be noted from the Advisory Council list that the State Department of Education was also represented by ex officio members, basically for their input regarding the Center operation and also to be assured that the findings and recommendations of

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* Dr. Wamsley has now been employed as President of Garden City CJC
** Mr. Crouch has since been appointed Assistant Commissioner of Education

the Council were consistent with the laws, rules and regulations, and policies governing the community colleges of Kansas. Under state law, community colleges are supervised and accredited by the State Board of Education. For purposes of implementing the center as well as providing recommendations from the senior college point of view, Dr. John E. Visser, President of Kansas State Teachers College was asked to appoint an Advisory Council representing the college and the following appointments were made:

Dr. John E. Visser - President, KSTC - ex officio
Dr. J. W. Maucker - Assistant to the President
***Dr. J. T. Sandefur - Dean, School of Education and Psychology
Dr. Leo Ensman - Dean, School of Applied Arts and Sciences
Dr. Laurence Boylan - Dean, School of Graduate and Professional Studies
****Dr. J. Warren Brinkman - Acting Dean, School of Liberal Arts and Sciences
Dr. Nathan Budd - Dean, Academic Services

The first meeting involving both Advisory Councils was held at Kansas State Teachers College, at which time the functions of the Center were determined. The four functions include (1) preparation of community college faculty, administrators, pupil personnel, service staff and other support personnel, (2) provide cooperative in-service activities for employed Kansas State Teachers College and community college faculties, administrators, and support staff, (3) orientation and service to Kansas State Teachers College students who transfer from community colleges, and (4) generally assist in any way appropriate toward the development process of community colleges in Kansas. Also, at this first meeting the general procedures were determined for developing specific programs for the Center. It was decided that a joint meeting of both councils should be held for the purpose of organizing, developing the functions, and determining general and specific goals for the Center. These decisions were made during the first meeting. A second meeting was then planned for the Community College Advisory Council to determine general and specific experiences needed to accomplish stated goals within the total resources available at Kansas State Teachers College and the community colleges. This meeting was held at Hutchinson Community Junior College and at that time specific competencies were identified for the preparation of community college faculty and administrators. These competencies are stated later in this report. A third meeting was

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***Dr. Truman Hayes has since been appointed Dean of the School of Education and Psychology
****Dr. John Peterson has since been appointed Dean of the School of Liberal Arts and Sciences

held at Barton County Community Junior College, Great Bend, for the purpose of refining the competencies and specifying certain experiences needed to meet the competency skills identified during the Hutchinson meeting. The last meeting of both Advisory Councils was held in the spring at Butler County Community Junior College, El Dorado, to obtain agreement between both Councils and to determine procedures to implement action programs. It was decided that during the summer of 1972, a critical evaluation of the Center should be conducted by both Councils to determine the effectiveness of the operation for the past year and to make recommendations for additional programs or changes in those operating. It was also stressed that the Advisory Councils should continue indefinitely, as it would be necessary to evaluate and make significant changes annually in order to keep current with trends and educational needs.

Implementation Procedure

Two important points were taken into consideration during the implementation phase. The first was the procedure developed by Kansas State Teachers College for establishing new programs and the second was involving faculty of Kansas State Teachers College for the purpose of obtaining their full interest and cooperation in being a part of the Center's operation. Most four year colleges, it is assumed, have similar procedures for implementing new programs, therefore, discussion of the Kansas State Teachers College procedure will be very brief. It consists of submitting the proposed program first to the administrative review panel which is represented by the President, Vice President for Academic Affairs, and the Deans of the College. It is then forwarded to the college faculty review panel for consideration. Information that must accompany the proposal includes textbooks and other materials required of all students; reference sources and other materials on the campus available to students, primary methods or techniques of instruction such as lecture, laboratory experiments, field trips, and audiovisual aids; methods of evaluating students' work, the overall objectives of the course or program, purpose of the program within the total college mission; and a description of course or program content including a syllabus, course outline, reading list and any other material available. Also included must be equipment needed, space allocation required, faculty necessary to complete the mission and budget requirements.

The involvement of the four year college faculty is probably the most important consideration, as in the final analysis the faculty must be in full agreement or else the program will fail. The Director, during the planning year, made every effort to be invited to speak to the various schools and departments of the four year institution. During these sessions the total Center concept was discussed with opportunity for faculty members to ask questions and make suggestions for improvement of the proposed program. These suggestions were taken into consideration and in many cases became an integral part of the process. The inclusion of the suggestions on the part of the faculty showed that the Center personnel were concerned and interested in the facultys' ideas and therefore, made them more acceptable to the Center's purpose. Another important step was that of visiting the community colleges and discussing with their faculties and administration the Center concept, again considering and including many of their suggestions and ideas. It was also pointed out to both the four year and community college faculties that they would be personally involved in the program working with prospective faculty and administrators and that through the Center concept process, they would be working together as a team during the internship experience. This provided an opportunity for the four year college personnel to be oriented toward the community college concept and gave the two year college faculty a feeling of being an equal partner with the four year college faculty. This idea of equal partnership has been stressed again and again and is necessary in order for the Center concept to be effective.

Program Introduction

A major responsibility of the Community College Education Center is to assist prospective and/or experienced community college personnel in developing competencies needed to be an effective community college instructor, counselor, administrator, or support staff member. It was then necessary to develop proposed programs using competency based instruction developed around behavioral objectives to provide the experiences necessary for meeting this mission. The competencies in general areas of learning were developed as stated earlier by the community college faculty and administrators. In order to complete the team approach, Kansas State Teachers College faculty were then asked to take the community college developed competencies and

implement specific objectives or tasks that needed to be performed in order to become skilled in the competencies. Those individuals of the Kansas State Teachers College faculty involved were:

Dr. Leo Ensman - Dean, School of Applied Arts and Sciences
Dr. Pat Wade - Associate Director of Counseling Services
Dr. Lloyd Stone - Counselor Education Department
Mr. James Shepard - Psychology Department
Dr. Scott Irwin - Research and Library Experiences
Dr. F. E. Hartzler - Division of Business and Business Studies
Dr. Jerry Couch - Curriculum and Instruction Department
Dr. Jack Davis - Curriculum and Instruction Department
Dr. Carl L. Heinrich - Director, Community College Education Center
Dr. Laurence Boylan - Dean, School of Graduate and Professional Studies
Dr. William Samuelson - Curriculum and Instruction Department
Dr. Eugene Werner - Head, Department of School Administration

These individuals assumed the responsibility of developing objectives based on the competencies for programs to prepare community college instructors and in-service activities for employed community college instructors. The concept developed here included a module approach in which each competency would be developed around specific objectives with a flexible time schedule, allowing for an individual student to complete the objectives in less or more time depending upon how quickly he mastered a minimum level of expertise. Flexibility is a key word in the total program as the knowledge of learning theory or that of individuals learning at different rates was taken into consideration. It is also possible for an individual student to show that he meets a specific competency through evaluation by observation, giving him credit when proficiency is demonstrated. Another important component is that all competencies are interrelated with the internship experience so that the student can take the theory learned and apply it immediately in a practicum situation. For example, in understanding the community college student this particular experience will include studying the research available concerning such students during the internship in which the prospective instructor will be involved with live community college students. The following is an explanation of each program developed cooperatively by the community colleges of Kansas and Kansas State Teachers College.

Proposed Program for the Preparation of Community College Instructors and In-Service Activities for Employed Instructors

In order to be consistent with the Community College Educational Center concept, that of involving the total four year college and community college resources, a student who is being prepared to teach in the academic program of the community college will major in the department of his discipline, with the major adviser being a professor in that department. To coordinate his total program, the Center's Director will be the minor adviser. It is hoped that one or two professors in each department will be designated and assume the responsibility as a major adviser for all students preparing to teach in a community college. It should also be noted that many community colleges offering occupational programs, typically identified as vocational or technical offerings, are employing instructors who have had experience in the occupation for which they are being employed to teach but have not had a formal professional education experience which is designed to prepare them for instructing in their skill or trade. For this reason the Community College Education Center program must be available to individuals with little or no formal college education providing the experiences needed to help this person become a competent instructor. The Center's program must then be offered at both the graduate and undergraduate level in order to meet the instructor's educational needs in the community college. The program described here can be offered at the undergraduate level with an option of securing a baccalaureate degree. It will also be available for those who have received the baccalaureate degree and are seeking a Master's degree or for those desiring a Specialist in Education degree.

The following program in community college education then is organized to prepare community college instructors at the undergraduate and graduate levels. Thus the program is designed for any student who needs specified preparation for teaching in the community college. Programs are offered which will aid the prosepctive and experienced instructor in developing competencies for an interdisciplinary approach to community college education. The Community College Education Center shall be responsible for providing the community college practicum experiences. Those competencies identified by community college personnel, needed for effective community college teaching include the following:

1. Competence in the teaching discipline
   A strong subject field preparation including:
   1. A major in the discipline taught
   2. A double major which must include a major in the discipline taught
   3. Appropriate work experience in the occupational teaching area

2. Competence in developing appropriate teaching-learning strategies
   a. Understanding and applying appropriate learning theory
   b. Skill in defining goals for curriculum development
   c. Skill in defining specific instructional objectives for every course and each lesson taught
   d. Ability to utilize modern media and educational software and hardware as tools for better teaching
   e. Understanding and developing an interdisciplinary approach to community college education
   f. An internship in teaching provided by a community college or KSTC

3. Competence in understanding the needs of community college students
   a. Knowledge concerning the goals, culture values, and psychology of the student in today's community college
   b. Skill in using basic elements of student counseling and guidance

4. Competence in comprehending a community college as an educational institution and its role in higher education
   a. Orientation to the nature and diverse purposes of community colleges as "open-door" institutions
   b. Skill in techniques of discovering the needs of the community or neighborhood in which the college is located and approaches toward using the community as a learning laboratory
   c. Understanding the philosophical principles upon which the community college has developed

5. Competence in general college organization and administration
   a. Development of skills in more effective campus communications
   b. Prepare faculty to better plan and direct their own group and on-campus organizations
   c. Provide for ease in the transition of faculty to administrative positions

6. Competence in understanding and developing appropriate self-concepts
   Skill in understanding self in relation to self and the learner

It should be noted that although these competencies consist of a total professional program, each can be designed and available to the instructors who are presently employed by community colleges and can be offered either at the four year college or taken to them at the community college. For example, if instructors feel they would like

more experience and evaluation in the teaching strategy area, the competency-based program which consists normally of three weeks would be made available to them at Kansas State Teachers College, or if videotape cameras and materials are available at the home institution the experience can be offered there. The objectives developed for each competency follow:

THE PSYCHOLOGY OF ADULT LEARNING
by James Shepard

Behavioral Objectives for two areas of concern for the Community College Education Center, Kansas State Teachers College, Emporia, Kansas.

Objectives for Competencies in Recognizing and Applying Appropriate Learning Theories.

I. Pre-test over selected learning theories, theorists, and examples of application
   - A. Classical conditioning
   - B. Operant conditioning
   - C. Gestalt
   - D. Cognitive - field
   - E. Phenomenological

II. Complete all activities in two programmed texts, number 1 and number 2 in the bibliography, and use number 3 as the basic text for this unit
   - A. Conditioning and Instrumental Learning
   - B. Human Learning
   - C. Learning Theories for Teachers

III. Divide into groups for each of the five areas above
   - A. Pre-test the class
   - B. Develop the concepts involved in the theories, by:
     1. Demonstrations
     2. Films
     3. Field trips
     4. Current materials
     5. Audio-visual aids, prepared and developed by class
   - C. Post-test the class

IV. As individuals in the class, each student will:
   - A. Select an activity or unit of study from area of concentration
     1. Write a complete unit in terms of instructional objectives
     2. Identify the particular theory or theories which are being used in the unit

3. Lead the class in the participation of portions of the unit
4. Evaluate the outcome of the unit from the data gathered

B. Write a summary and submit it to the instructor regarding findings

C. Submit copies of summary to class members for their evaluation

D. Evaluate other class members' presentations as part of discussion periods

V. Post-test for class over selected learning theories, theorists and examples of application

Objectives for Competencies in Identifying the Types of Goals, Cultural Values and the Psychology of the Students in Today's Community Colleges

I. Pre-test over basic concepts: Human Development, Late Adolescence, Adults, Needs, Value of Education, Vocational Roles, Use of Leisure Time, Economic Role in Family and Community, Retraining Programs, Technology, The Adult as an Effective Learner

II. Basic Reading Text: Number 4 in the bibliography
Psychological Development Through the Life Span

III. Each class member will bring to class, two (2) articles dealing with a preference of that member regarding his concern for the learner in community colleges. These articles will relate to the above general areas.

A. Sufficient copies will be prepared for all members of the class

B. Additional articles may be introduced at any time

IV. Each member will:

A. Participate in the construction of a hierarchy of instructional objectives related to the following topics:
1. Psychological needs of community college students
2. Vocational needs of community college students
3. Avocational needs of the students
4. Economic needs of the students
5. Normative needs of the students
6. Social needs of the students

B. Participate in the achievement of the above instructional objectives and involving themselves in:
1. Use of college and community resources
2. Problem-solving activities related to human development from 17 to 70
3. Decision-making activities related to course content and methodology
4. Evaluative procedures for the measurement of progress

C. Participate in role-playing activities to demonstrate the above concepts

D. Prepare a written bibliography regarding one of the identified areas or topics

V. Post-test over the basic concepts: Human Development, Late Adolescence, Adults, Needs, Value of Education, Vocational Roles, Use of Leisure Time, Economic Role in Family and Community, Retraining Programs, Technology, The Adult as an Effective Learner

In developing the two areas, the writer has attempted to consider all possible concerns that students might have regarding the topics. Although it is impossible to specifically state how much time would be needed to achieve the objectives, the writer will submit the following as tentative blocks of time:

Objective One:	
Initial introduction and class presentation	6 hours
Group Presentations	6 hours
Individual presentations (30 members to class)	15 hours
Evaluative activities	3 hours
Total	30 hours
Objective Two:	
Initial introduction and class presentation	8 hours
Development of instructional objectives	2 hours
Participation in the achievement of objectives	15 hours
Role-playing activities	6 hours
Evaluative activities	2 hours
Total	33 hours

COMPETENCE IN COLLEGE ORGANIZATION AND ADMINISTRATION AT THE PRE-INTERN AND INTERN STAGES

Dr. Jack Davis
Dr. Laurence Boylan

The student will participate in an objective analysis of the opportunities for faculty involvement in the evolving community college administrative pattern, which will include the following:

Review of Research.
Interaction with college faculty, community college faculty, and community college administration.
Interviews to determine present conditions, ideas, and operational patterns.
Field trips to representative Kansas Community Colleges.

General Outcomes:

Provide the student with a working knowledge of the mission and objectives of the community college and the relation of the faculty member to the total operational pattern.

Through involvement, at the intern stage in the operation of the school, increase the potential of the community college faculty member to become a more effective team worker and participant in the operation of the program of the school.

Provide greater understanding at the intern level by providing involvement of the intern in a "living laboratory" (the community college). Here the student will identify and study the role and function of faculty and administrator as revealed at the pre-intern stage.

The student will be able to conceptualize the current operational pattern of the college in terms of desirable faculty, student, and administrative behavior.

Stage I – THE ORGANIZATION

The various patterns of administration are an outgrowth of organizational patterns of industry and modified to apply to various school applications.

The student will gain an understanding of the general nature of organizations and administration through exposure to the literature of research, including Weber, Taylor, Parsons, Price, and Etpioni.

Competence: Demonstrate the ability to understand and verbalize these concepts, relating them to the community college as an organization.

Example: Organizational effectiveness will be stressed as presented by James L. Price, Ohio State University in his *An Inventory of Propositions*.

The student pre-intern will demonstrate the ability to discuss the community college organization in terms of the propositions listed below. At the intern stage, the student will demonstrate the ability to apply these propositions in an accessment of the effectiveness of an actual program.

Two ways of looking at an organization will be emphasized:

Formal Organization (Emphasis upon Structure)

1. Specified duties and responsibilities assigned to personnel.
2. Described relationship among persons in different possitions.

Informal Organization

Main concern with intra-personnel relations operating within the structure. Concern with feelings and how they influence efficient performance.

Leadership: Four main approaches are indicated by research, to the study of leadership in administration. The man, the social setting, the task, and the process.

Competence Desired: Ability to relate the specific organization to organizations in general and note common factors.

Demonstrate an ability to look at community college administration in terms of the four approaches discussed herein:

The Man Approach

Man as a person.
The administrator as a personality.
The interview technique will be utilized in this approach.

Competence: Discover personal qualities necessary to be a community college administrator. Studies of Stogdill, Bird, Gouldner and Hortt will be reviewed. Determine skills identified as desirable and the extent to which these skills can be developed.

The Social Setting Approach

Here we emphasize the complex social forces effecting community colleges using Downey's extra-interna concept.

Competence: Identify how social setting effects education, the community college enterprise, the man, and his position. Determine if differences exist because of social setting through the examination of a number of college situations. If differences are found, be able to distinguish these differences during the intern stage.

The Process Approach

Stresses the dimensions of the administrator's actions or processes and the extent to which faculty are involved or could possibly be involved in the administration processes.

Competence: The pre-intern will be able to describe the adminstrative acts performed and to identify the processes involved in the administration of the community college. The intern will display not only the ability to describe the above but to apply the knowledge to actual situations and to describe processes common to all administrative positions. Demonstrate the importance of administrative communicative skills.

1. Written
2. Verbal

The use of "mind-opening" and "mind-closing" terminology. Demonstrate an understanding of the rules for "news release writing." Write a release pertaining to a particular college and event.

Group Dynamics: The study of leadership indicates that a knowledge of group dynamics and social psychology is most beneficial. A major portion of the administrator's time is spent in working with people, individually and in groups. Faculty and administration can both be more effective if techniques for moving a group toward a goal are recognized and understood.

Competence: The student will be able to express group effectiveness in terms of:

1. Morale of those involved.
2. Greater acceptance of decisions reached.
3. Improved quality of decisions.
4. Max, responsibility for carrying out decisions–placed at the operational level.

The Task Approach

Here we emphasize the specific job to be done, examining what the administration needs to know about the day to day operation and organization of the college, as well as financial affairs, physical facilities and community relations.

The acts of leadership will be stressed. Planning - Initiating - Managing - Delegating - Coordinating - Decision-making - Evaluating - Communicating. The role of the community college faculty member in the acts of leadership will be stressed.

The interview technique will be employed–both faculty and community college administrators will be interviewed.

Questions that might be asked:

1. What is the college administration's (yours) most important task as you see it?
2. What is the college administration's or your most pressing problem?
3. Which department requires the most administrative time and why?
4. What are the most disagreeable administrative tasks?
5. What are your most pleasant tasks?

Competence: The pre-intern will express a knowledge of the research applicable to the administrative process and at the "intern" stage make suitable applications to particular community college situations.

This approach to the study of the community college will make the faculty member (in an adult role) aware of the need for a greater understanding of the

nature and scope of active community college leadership and will provide the student with the understanding necessary to ease the transition from a faculty to administrative role.

Of Time Available

The Organization 1/4
Adm. Patterns (General)
Nature of Organizations

Leadership 3/4
Four Main Approaches

PROSPECTIVE COMMUNITY COLLEGE INSTRUCTORS'

TEACHING STRATEGIES AND SKILLS PROGRAM

Dr. William Samuelson

I. Introduction

The following 3-week or 4-semester credit hour program on Teaching Strategies and Skills is designed to accommodate 40 perspective community college instructors. Each student will be expected to satisfactorily demonstrate competencies in three areas: 1) direct and indirect instruction techniques, 2) tutoring skills, 3) media operations.

The prospective community college instructors will be able to accomplish the objectives in these areas of concentration by reading related materials. They will be able to accomplish the behaviorial objectives by demonstrating skills in 1) using inter-action analysis, 2) accepting and using student ideas, 3) using appropriate questioning techniques, 4) tutoring and 5) granting and using various types of media.

II. Organization of Teaching Strategies and Skills Program

A. Identifying and using the direct and indirect verbal inter-action

The general instructioional objective is to increase the prospective community college instructors' understanding and skills in utilizing direct and indirect verbal inter-action in group situations. This should prepare the prospective community college instructor to do the following: l) identify and describe categories of direct and indirect verbal inter-action, 2) identify and describe verbal inter-action patterns, 3) verbally accept the feelings of others, 4) verbally praise others, 5) verbally accept and utilize the ideas of others, 6) ask questions, 7) present his own ideas to others, 8) give directions, and 9) in a positive fashion, criticize himself and others.

B. Improving Questioning Skills and Accepting and Using Student Ideas

The general instructional objectives are to improve the prospective community college instructor's knowledge and skills in utilizing various questioning techniques and his sensitivity and awareness of student ideas in group teaching situations. This should prepare the prospective community college instructor to 1) become more sensitive to the types of inter-action that result from high and low order questions, 2) become more skillful in asking questions appropriate to the teaching situation, 3) be able to develop probing questioning techniques which would enable the student to use ideas rather than just remember them, 4) accept student ideas which are appropriate to the purpose and intent of the lesson, and 5) use student ideas in further development of the lesson. When these objectives are accomplished the prospective community college instructor should be able to ask questions which are appropriate to the purpose and intent of the lesson, ask questions which require a student to justify his response and to apply his response to related issues, use verbal interjection to reinforce student comments, encourage the student when appropriate, and evaluate the quality of student response.

C. Developing Tutoring Skills

The general instructional objective is to develop the prospective community college instructor's tutoring skills with young adults. This should prepare the prospective community instructor to 1) communicate with young adults on an individual basis, 2) develop a learning atmosphere which is open and enables the junior college student to relate directly and openly to the prospective community college instructor, and 3) encourage the junior college student to seek and develop strategies for solving problems. When these objectives are accomplished, the prospective community college instructor should be able to 1) identify community college student learning problems, 2) ask prompting and diagnostic questions, 3) state the problem in a vocabulary which is relevant and meaningful to the junior college student, 4) assist the junior college student to find alternate routes for solving problems, 5) help the junior college student develop an understanding of those concepts and processes in which he is found to be weak, 6) and suggest related situations for application of results.

D. Developing Media Competencies

The general instructional objective is to improve the prospective community college instructor's skills in operating and using media. This should prepare the prospective community college instructor to 1) operate and use 16 mm projectors and films, 2) operate and use overhead projectors and transparencies, 3) operate and use audio-tape recorders and audio-tapes, and 4) operate and use video-tape recorders and video-tapes.

III. Equipment Needs

In order to facilitate the accomplishment of the stated objectives by prospective community college teachers the following classroom space, micro-teaching space and materials are recommended.

A. One classroom for 40 students

B. Two television micro-studios

C. Prepared video-tapes on teaching strategies and inter-action analysis

D. Reading materials on Teaching Strategies and Skills

IV. Schedule of Activities (3 weeks)

1. General Introduction (3 days)
   Introduce and discuss direct and indirect instruction, questioning skills, accepting and using student ideas, tutoring methods, micro-teaching, and technical skills of teaching.

2. Micro-teaching and media (8 days)
   Hours

   a. One hour per day of general discussion
   b. Four hours per day to work on micro-teaching and two hours per day to work on media

   Assignment

   Each student is to do a 5 minute micro-teaching to be evaluated, do a re-teach and be re-evaluated. Following the 5 minute micro-teach, each student is to do a 15 minute micro-teach, be evaluated, do a re-teach and be re-evaluated.

   Group schedule (10 Students per group)

A	B	C	D
Micro-teach	A.M.	Micro-teach	P.M.
Media	P.M.	Media	A.M.
One hr. seminar	P.M.	One hr. seminar	P.M.

3. Tutoring Skills (3 days)
   Tutoring simulated situations and be evaluated at least two 15 minute sessions using television–micro-studios

4. General Closure (1 day)

COURSE DESCRIPTION FOR COMMUNITY COLLEGE PERSONNEL ATTITUDINAL GROUPS

Dr. Pat Wade
Dr. Lloyd Stone

I. Basic Assumptions

It is assumed that educators feel a continuing need to improve their skill in the art of interpersonal contacts. It is also assumed that educators are concerned about helping one another, since their public image is the responsibility of the entire profession. Further, educators with an emphasis on sensitivity to the needs of others, probably would prefer to be mutually responsible for self improvement rather than to draw upon people from other disciplines. It is assumed that the greater the degree of attitudinal self-understanding, the greater the degree of one's acceptance of, and insight into, the emotional needs of others. If educators and others involved in human interaction roles are to be sensitive to and able to assist others in modifying personal behavior they must constantly be aware of the importance of feelings in their own actions.

II. Objectives of an Attitudinal group

A. Identify and become aware of personal attitudes.
B. To increase the participants awareness of the needs of others.
C. To improve the participants ability to perceive feelings offered non-verbally.
D. To develop and/or improve the skill of listening for feelings behind the spoken word.
E. To become aware of, and express, one's own feelings in relation to another person's feelings.
F. To increase over-all self-understanding.
G. To develop skill in the art of communication on a small group and individual level.
H. To increase one's poise in personal contact experience with others.

III. Activities toward achievement of objectives

A. "Warm up" exercise to enhance an atmosphere conducive to learning.
B. Sharing of experiences which have had an influence upon one's life.
C. Discussion of trust and the helping relationship.
D. Expression of and help in understanding the development of attitudes, positive and negative.
E. Role Playing.
F. Practice in the art of interviewing and relating on a one to one basis.
G. Non-verbal activities designed to explore one's feelings.
H. Emphasis on the "here and now."
I. Various other activities which the group desires.

IV. Evaluation
   A. Evaluation by peers in regard to honesty and openness.
   B. Individual conferences with the facilitator after approximately ten days of sessions and again at the end of the experience.
   C. Presentation of a video taped interview with a student where academic advisement is the main goal.
   D. Outside readings and discussions

V. Group Size
   A. The group will be limited to a minimum of eight, and a maximum of 12.

VI. Length and time of meetings
   A. Groups will meet 2 hours per day for 3 weeks, Monday through Friday. (15 sessions)

A UNIT FOR ORIENTING FUTURE JUNIOR COLLEGE TEACHERS TO COMMUNITY STRUCTURE

Dr. F. E. Hartzler
Dr. Leo Ensman

The purpose of this unit is to orient the future instructor to the elements or components which create a community. These components are, first of all, people; then the economic base: agricultural, manufacturing, mining, transportation, or trade; and finally the elements of community services which include medical, financial, marketing, legal, educational, cultural, recreational and religious. The method for doing this will be the examination of quantitative information derived from primary sources and reported in a structured form.

Behavioral objectives:

As a result of completing this unit, the student should:

1. Know the primary sources of community information.
2. Know one structure of organizing this information.
3. Understand the impact of these elements on a community and its potential growth and development.
4. Recognize how this community may be different from other communities of similar size.
5. Understand how a community becomes unique.

Student activities:

For this unit the student will be involved in library study which is intended to serve as an orientation to sources of information generally available and regarded as reliable.

Time:

It is estimated that this unit will require approximately twenty hours of library time for reading and completion of the format.

POPULATION I

The primary component of any community is the people of that community. This format is designed to give the future college instructor some idea of the make-up of a community and by introducing him to the United States Census of Population give him a future resource for the study of any community with which he may become involved.

REPORT ON THE POPULATION OF _____ (City)

IN THE COUNTY OF _____

Population:	City	County
1950	_____	_____
1960	_____	_____
1970	_____	_____

Age of Population: City	1950	1960	1970
Age Groups			
0-09			
10-19			
20-29			
30-39			
40-49			
50-59			
over 60			

REPORT ON THE POPULATION OF _____ (cont.)

Age of Population: County Age Groups	1950	1960	1970
0-09			
10-19			
20-29			
30-39			
40-49			
50-59			
over 60			

Population Increase and Decrease:

The age groups which increased in population were:

City: 1.

2.

3.

County: 1.

2.

3.

The age groups which declined were:

City: 1.

2.

3.

County: 1.

2.

3.

Implications of this change are:

Population Trends:

A quick but effective method of determining the trends of population in a given community is to discover the migration rate through simple comparison. For instance, using the age group 0-9 in 1950, compare this figure with the 10-19 age group in 1960 and with the 20-29 age group in 1970. The difference represents a crude in or out migration figure.

Survival Tables*

Age Groups	1950	1960	1970
0-9			
10-19			
20-29			
30-39			
40-49			
50-59			
over 60			

*Note difference in number not totals

Discuss the implications of this trend for education in the community: discuss, also, the impact on voting, growth and development.

Community Economic Data

Median Income

	City	County	State
1950	_____	_____	_____
1960	_____	_____	_____
1970	_____	_____	_____

Community Education Data

Median Educational Achievement

	City		County		State	
	Males	Females	Males	Females	Males	Females
1950	_____		_____		_____	
1960	_____		_____		_____	
1970	_____		_____		_____	

THE ECONOMIC BASE II

The economic base of a community is always shifting, although these shifts are usually long range and rather slow. One method of studying the impact of economic change is by studying changes in employment over a period of time by major economic categories. This information is also available in the Census of Population.

REPORT ON EMPLOYMENT IN _____ COUNTY

Industries	1950		1960		1970	
	Males	Females	Males	Females	Males	Females
Agriculture						
Mining						
Construction						
Manufacturing						
Durable						
Non-durable						
Transportation						
Wholesale and Retail						
Finance and Insurance						
Business and Repairs						
Personnel Services						
Entertainment and Recreation						
Professional and related						
Public Administration						
Others						

EMPLOYMENT IN THE STATE OF KANSAS

Industries	1950		1960		1970	
	Males	Females	Males	Females	Males	Females
Agriculture						
Mining						
Construction						
Manufacturing						
Durable						
Non-durable						
Transportation						
Wholesale and Retail						
Finance and Insurance						
Business and Repairs						
Personnel Services						
Entertainment and Recreation						
Professional and related						
Public Administration						
Others						

Using the information from the two preceding employment charts, compare the two employment patterns and discuss their implications for education, economic potential and future community development.

EMPLOYMENT IN _____ COUNTY

Occupations	1950		1960		1970	
	Males	Females	Males	Females	Males	Females
Professional						
Farmers						
Managers						
Sales						
Clerical						
Foremen						
Operatives						
Service workers						
Laborers						
Others						

EMPLOYMENT IN KANSAS

Occupations	1950		1960		1970	
	Males	Females	Males	Females	Males	Females
Professional						
Farmers						
Managers						
Sales						
Clerical						
Foremen						
Operatives						
Service workers						
Laborers						
Others						

Using the information in these two tables, discuss its potential for education, economic development and community relations.

Further Study of Economic Base

For additional understanding of the economic phase of the community life, the student should complete the following information using the United States Census as his primary source.

From the United States Census of Agriculture, he should determine:

AGRICULTURE INFORMATION FOR _____ COUNTY

	1968	1963	1958
Number of acres under cultivation			
Number of farmers			
Value of farm products			

From the United States Census of Industry, he should determine:

INDUSTRIAL INFORMATION FROM _____ COUNTY

	1968	1963	1958
Number of industries			
Size of industries by employment			
Kinds of industries			

From the United States Census of Retailing, he should determine:

RETAILING INFORMATION FOR THE CITY OF _____

Type of Retailing	Number of Employees					
	1968		1963		1958	
	Males	Females	Males	Females	Males	Females
Lumber, building, and hardware						
Service Stations						
Automobile dealers						
Department stores						
Grocery stores						
Apparel						
General Merchandise						
Appliance						
Other retail						

Discuss the changes in the economic base of the community from the data obtained for the charts in this section:

SERVICE ELEMENTS OF A COMMUNITY III

A community or city, to justify its existence, must serve certain human needs and must become a center for the supplying of those needs. It is important to realize that any city is not at any one time completely equal in the services it renders, nor is it expected to be. The adequacy of these, however, must be realized in order to gather a complete picture of what a community is supposed to be.

Transportation. Most cities arise at a point where transportation routes meet. To understand the importance of transportation, the following activity should be completed:

1. Secure a map of the city from the Chamber of Commerce or from the local city government. Mark the main routes and discuss the following information: location of the suburbs in relation to the transportation routes; the probably location of retail centers in view of the transportation routes; present locality of retail services in relation to the routes. Take a traffic count, if possible.
2. Secure a map of the State of Kansas and mark the main transportation routes into and out of the city. Secure traffic counts from the State Highway Department for the highways entering or passing near the city.
3. Note rail lines and discuss briefly their role in the community development.

Medical Services. Both the telephone directory and the city directory will provide information needed to study the medical services provided by the community. The student should obtain the following information:

1. Number and types of
   medical doctors
   dentists
   optometrists
   chiropractors
   osteopaths
   pathologists
   related professions
2. Number and types of hospitals, together with the capacity of each.
3. County health services: type and number of individuals employed.
4. Pharmaceutical suppliers, retail and wholesale.

If directories dating back five to ten years are available, the student should obtain this same data for each of these items, thus allowing a comparison showing changes made in these services offered. The changes should then be discussed in relation to their implications in educational, economic development and community growth.

Financial Services. From the same sources the student should obtain a current listing of the number and kinds of financial service institutions located in the city being studied.

1. Number of banks
   State
   National
2. Number of Savings and Loan Companies
3. Number of small loan companies
4. Number of investment firms
5. Number of mortgage and investment firms

For these, too, if listings for five and ten years back are available, the student should compare the number and types of institutions involved in the changes that have taken place and relate this to the educational potential and needs of the community.

Marketing. A listing of the wholesale companies in the city, together with the firms from other localities doing business with the local retailers, should give the student an understanding of the marketing activity in the community.

Education. A clear picture of the educational institutions of the community will be most important for the student's understanding of the educational background of the junior college enrollment. The student should list the number and size by enrollment of the following types of schools:

1. Public pre-elementary schools (head-start, nursery, etc.)
2. Private pre-elementary schools
3. Public elementary schools
4. Private elementary schools (including church supported schools)
5. Public junior high schools
6. Private junior high schools
7. Public senior high schools
8. Private senior high schools
9. Post secondary schools (not classified as colleges)
10. Public supported colleges
11. Private colleges (including church supported colleges and seminaries)
12. Industrial training programs and governmental training programs

Information as to administrative changes, such as consolidation and unification of school districts and the financial basis of private educational institutions, may be available from the local office of the Board of Education or from the offices of the respective institutions.

Cultural. The Chamber of Commerce Office may be the best source of information as to the extent of the cultural services provided the residents of the community. The

information this office can provide will form a basis for the student's research, and the secretary should be able to add to this information guidance to other sources of information. Such further sources may be local recreation commissions, a federated women's club organization, a local chapter of a national group which sponsors cultural activities, a community supervisory board of library, museum, and/or art galleries. The schools and colleges, too, may sponsor cultural activities not only for their students but also for the general public.

The student should obtain a listing of these cultural centers and activities:

1. Groups which sponsor theatre and performance companies bringing presentations to the city from other cities.
2. Local organizations which sponsor community artists and drama groups, and music groups.
3. Motion Picture Theatres
4. Libraries
5. Museums of all types
6. Galleries and art centers

To these listings should be added the programs for the current year. This would give an over-all view of the types of performing artists and other cultural activities available to the students and members of the community. As an aid toward future planning, one might add a listing of the auditoriums, with their capacity, in which performances can be held.

Recreational. Overlapping with the cultural aspect of the community, is that element of the recreational servies. From the Board of Education and from the Chamber of Commerce the student should be able to obtain information about the recreation programs in operation.

He should list by number and size, in terms of participants, the following programs and facilities:

1. Community recreation programs, both summer and winter:
   - Baseball
   - Football
   - Tennis
   - Golf
   - Swimming
   - Gymnastics
   - Dancing

Bridge Instruction
Other sports

2. Programs of recreation geared to the elderly.
3. Camping programs, including church, boy and girl scouts, and community sponsored programs.
4. Music instruction and participation programs.
5. Athletic fields and stadiums.
6. Gymnasiums and auditoriums adapted to sports usage.
7. Campsites.
8. Swimming pools.
9. Parks and playgrounds.
10. Riding stables, bridal paths.
11. Areas designed for drag racing, motorcycles, etc.
12. Lakes—water sports and fishing areas, family camping areas, both tourist and local residents.

Religious. The student may find that the city has an inter-faith council of churches. This would be a centralized source of information concerning the religious services in the community. If such does not exist, the telephone directory or city directory should provide a listing of all churches. Many local newspapers carry a church directory at least once a week. The student should list:

1. Number of churches in each faith. The membership of each, if available, would be helpful.
2. Other worship centers such as campus centers or chapels.
3. Religious organizations beyond the organized churches (Christian Women's Club, or religious groups meeting in the homes of members.)
4. Instructional programs of the churches. This might include public school-church cooperative classes, summer bible school programs, etc.
5. Inter-faith organizations of the established churches.
6. Radio and television programs sponsored by the individual churches or a council of churches.
7. Salvation Army
8. Y.M.C.A. and Y.W.C.A.

SUMMARY

When the future instructor has completed both the examination of the community from the standpoint of the census data and from the on-the-scene vantage point, he will have a comprehensive knowledge of all elements of the community. The important part will be the interpretation of this knowledge in terms of its impact on the educational needs of the area and, more particularly, his assimilation of the material for his own use. To aid this latter, the student should complete the first two sections on campus before his internship, and then complete the final section either during or immediately following his stay in the community.

An important follow-up of the individual student's study should come as soon as possible in the post-internship period. Each student should meet with two other students who have completed studies on other communities. Through discussion the three should compare and contrast the communities each has worked with, attempting to arrive at an even better understanding of the make-up of his community. A written evaluation of the likenesses and differences revealed in the discussion will complete the unit of study.

Estimated time this unit: 1 week

Estimated credit: 1 hour

Pre-Internship Experience

The pre-internship will be offered during the summer or semester preceding the internship. This experience will be concerned with providing basic experiences needed before the prospective teacher begins his practicum experience (internship) at a community college. It will consist of:

(1) A visit to each of three to five community colleges located in metropolitan, suburban, and rural areas using the evaluation team visit process. This consists of studying the college philosophy and its relationship to the programs, activities, faculty, administration, board, and students.

The objective of this experience will be to develop an orientation toward understanding the community college. This will give the student a general observation of the community colleges as well as specific knowledge and understanding of philosophy, students, faculty, organization, administration, finance, budget, instructional techniques and materials.

This experience will hopefully provide knowledge and understanding needed for the completion of the other competencies and a sound preparation for the internship.

(2) Practicum in teaching. Approximately three weeks will be devoted to the practicum in teaching which will consist of developing syllabi or planning and presentations before a class of peers. Each person will be constructively critiqued by peers and professors.

All of the presentations will be video-taped so that the prospective teacher can observe himself, providing a means for self-critique. The prospective teacher will repeat his presentation until he, the members of the class, and the professors feel a minimum level of competency has been attained.

This experience will hopefully provide self-confidence in the teaching technique before going into the internship where an opportunity will then be available to refine their approach to instruction.

(3) Developing self-concepts. Two hours a day for three weeks will be devoted to an attitudinal group experience designed specifically for the purpose of developing the prospective teacher's understanding and relating self to others especially in the student learning situation and for the purpose of aiding the instructor in his student advising responsibilities.

These experiences are felt to be necessary to provide a basic orientation and a beginning in competency development before a prospective instructor enters a community college for the internship experience.

Internship

The prospective teacher will have the internship experience on a community college campus. This experience will consist of one full semester. Many of the competencies needed will be developed through the assistance of faculty from KSTC and the community college in which the intern is practicing.

The intern will, for the first few days after arriving on campus, be oriented by faculty and administration of the community college outlining specifically the activities and responsibilities the prospective teacher will be involved in for this semester.

Weekly seminars for the interns will be supervised by the community college and KSTC faculties. These seminars will place emphasis on understanding the student, the community, organization and administration, developing syllabus and objectives, and an interdisciplinary approach to education.

It is important that the experiences involving these various competencies are interrelated throughout the total experience of the prospective teacher completing the internship. For example, in the competency of understanding the student it is imperative that a prospective teacher be acquainted with literature and research concerning community college students as well as being involved in understanding the information available within the college. This includes test data, transcript information, visiting students, and being involved in studies or investigations of the students so that he or she will have a comprehensive understanding of the procedures of developing the understanding when they begin their professional teaching career.

All seminars will be developed and coordinated by faculties from the community college offering the internship in cooperation with the KSTC faculty.

The prospective teacher will also work closely with the coordinating instructor of the college and have responsibility of aiding or assisting the community junior college instructor throughout the semester.

The intern will be continually evaluated by the students at the college, the faculty (especially the coordinating instructor), the administration, and the KSTC Director. Such an evaluation will determine the need for further experiences or preparation in order to assure adequate competencies identified earlier. If additional experiences are needed, which will be identified by the evaluation, the post-internship will be implemented the following semester or summer.

Again, concerning the internship experience, although a procedure has been specifically outlined here, each community college in cooperation with KSTC will develop their own orientation and faculty involvement procedures for the internship experience. This flexibility between institutions is important as each institution develops their own process.

Post-Internship

The post-internship will be provided on the KSTC campus, so that the intern might enroll in his discipline-related courses. These experiences will be developed and implemented for each individual or individuals needing additional assistance. If, for example, the evaluation of the prospective teacher indicates a need for further development in preparing a syllabus or planning an individual project or study, a post internship will be designed to provide the necessary experiences needed to attain this competency.

Full credit for the internship will not be given until all of the competencies have been met. If the prospective teacher satisfactorily completes the internship with no recommendations for additional experiences, he or she will then receive full credit for the internship and the following semester will be devoted to more work in the teaching subject or field.

Emphasis: Employed Community College Instructors

Each competency will be designed on a modular system consisting of a few days to three or four weeks. Thus, employed instructors in a community college can enroll in one or more competencies in which they feel a need for further development. The particular experiences can be provided either at the KSTC campus or at the community college where the instructors are employed. It is important that the program of experiences be flexible to the point where those who need them will be able to enroll.

Examples of the competency-based program using the modular system of time are as follows:

Competence in developing appropriate teaching-learning strategies.

> This process will consist of developing syllabi based on behavioral objectives and making presentations before a class of peers. Each person will be constructively critiqued by peers and the professor. Each presentation by the student will be video-taped. Therefore, each student will have the opportunity to observe himself in the teaching role providing opportunity for self-analysis and critique. The student will repeat his presentation until he and other members of the group feel a minimum level of competency has been attained. Appropriate hours of credit will be awarded for the completion of this experience.

Competency in understanding the needs of community college students.

> This experience will include a detailed review of the literature describing the ability and characteristics of community college students, learning theory concerned with adults, and individual projects requiring personal involvement with students from age 17 to 70.

Competence in comprehending the community college as an educational institution and its role in higher education.

> Experiences here will involve visitation to community colleges in the area following the team evaluation process and experiences of actual involvement with the community in the community college or Emporia area including: police and fire departments, social welfare office, city and county governments, business and industry. Each student will be required to become involved in developing rapport and understanding the agencies outside of education. The purpose is to develop techniques for future use of the community as a learning laboratory.

Competence in understanding and developing appropriate self-concepts.

> This will be accomplished by group or individual sensitivity sessions working with professional counselors at KSTC. The experience would be so coordinated as to aid the student in understanding self in relation to others.

Each of these competency-based experiences will be tailored to meet individual needs and wants so that they may become more competent and effective in their teaching role. Appropriate credit will be given for each experience and, as stated earlier, will be provided within a specific block of time, thus, making it convenient for an employed teacher to enroll.

Internship - Community College Administration

Eventually the program to prepare community college administrators will be developed in the modular approach similar to that described for instructors in the community colleges. Potential community college administrators will be required to experience the same modular courses prescribed for instructors. These would include understanding the community college, the organization and administration of community colleges, etc. The student administrators will, until all experiences can be developed under the module concept, be enrolled in courses now taken by student administrators preparing for secondary school. It is felt that there are basic principles of administration that are consistent at all educational levels. However, in the specific courses a special project emphasizing the community college will be assigned to the student. This will be coordinated by the Director of the Center with the professor responsible for the course. For example, in school finance which covers basically the principles of finance including budget preparation, the student preparing for community college administration will have as a specific assignment or assignments, preparing a community college budget and studying the financial structure of the community college instead of that of a secondary institution. The same would be true for the course in school law, supervision of instruction, curriculum and other administration courses. There will also be required an internship in community college administration during which time the student will experience the various administrative positions in a comprehensive community college.

The internship in community college administration at the Kansas State Teachers College is designed to provide the prospective college administrator with a meaningful professional "on the job" experience under the supervision and counsel of competent and experienced college administrators and professors. This experience implies a strong working relationship between educational agencies in the field and the Community College Center and the Department of School Administration at the Kansas State Teachers College.

The internship guidelines that follow were developed by the Community College Center Advisory Council and the Head of the Department of School Administration, Dr. Eugene Werner, in a joint endeavor in the training of highly qualified educational administrators.

I. Internship Program Objectives

The desired outcomes of the internship experience in college administration are divided into three categories: Objectives applicable (A) to the intern, (B) to the sponsoring agency in the field, and (C) to the Community College Education Center and the Department of School Administration.

A. The intern shall:
   1. Obtain a comprehensive view of college administration in practice.
   2. Receive a real "on the job" administrative experience.
   3. Benefit from the professional guidance of a competent and experienced administrator.
   4. Demonstrate administrative competencies by actual first-hand involvement in administrative problems.

B. The sponsoring educational agency in the field shall:
   1. Contribute the expertise of its administrators to the preparation of prospective administrators.
   2. Relate its needs and share its concerns more readily to the available resources of the college.
   3. Shall assist in the exploration and experimentation of new ideas and practices in the field of college administration.
   4. Provide a stimulating in-service professional experience.
   5. Be able to share in first-hand appraisal of prospective college administrators.

C. The Community College Center through the Department of School Administration shall:
   1. Test the effectiveness of the on-campus preparation program of college administrators against practical field experience.
   2. Encourage and stimulate college and field agency interaction and cooperation in administrator preparation.
   3. Promote new concepts and course content improvements in administration through in-service experiences of the college professors and supervisors.
   4. Create a greater awareness on the part of its faculty for the day-to-day administrative problems on the local level.

II. Types of Internship Programs

A. The Community College Education Center and the Department of School Administration will make every effort to provide a program with adequate flexibility to allow the intern, the community college, and the department to gain the experiences necessary to meet the needs and interests of all concerned.

B. The Center in conjunction with the community college will strive to develop a unique plan for each intern.

C. Specific types of internship programs including experiences for prospective administrative assistants, Deans, Presidents, college business managers, etc., will be provided; however, all programs will include some direct experiences at all levels with all types of college administration.

D. A determination of the amount of credit hours granted for an internship experience will be made by the supervising professor after a program has been developed through efforts involving the field agency and the intern.

III. Nature of Internship Experiences

A. General Considerations
   1. The primary purpose of the internship is to benefit the intern.
   2. The internship experiences must challenge the intern and cause some professional growth. Experience with routine activities should be minimal.
   3. Each program should be developed cooperatively and evolve from the intern's background of preparation and experience, and the type of position for which he is preparing.
   4. An internship should ordinarily be a full-time assignment of sufficient duration to assure an in-depth experience.
   5. During the internship experience, scheduled evaluation conferences involving the intern, the cooperating administrator, and the college supervisor will be planned and conducted by the supervisor.

B. Internship Activities
   1. The intern must acquaint himself with the staff administrative structure, policies and procedures of the educational agency.
   2. The intern shall be permitted and encouraged to attend professional meetings of the groups with which he is likely to work during his experience.
   3. The intern should be assigned to functional areas of college administration and provided with experiences that meet his particular needs, as defined by the Community College Center and Department of School Administration and sponsoring educational agency in the field. These competencies should include:

      Community college organization and administration

      President-Dean relations

      Curriculum planning and organization

      Supervision of instruction

      Scheduling

      Group dynamics and interpersonal communication

      Administration of professional personnel

      Administration of staff personnel

Administration of pupil personnel

College-Community relations

College fiscal management

Administration of student activities

Operation of physical facilities

When completing the program, the prospective community college administrator shall have:

1. Competence in applying basic principles of administration.

2. Knowledge of and ability to apply research findings regarding leadership and organizations.

3. Competence in group dynamics and interpersonal communications. Utilizes the motivation of group influences in helping each person perform at his maximum potential level. Realizes that the primary function of a leader is that of maintaining the group and facilitating their interactions.

4. Competence in developing a campus-wide climate for maximum service to students. This involves creating a climate in which staff members desire to grow, are stimulated to think, and feel free to experiment.

5. Competence as an effective leader so that one is able to harness all the major motivational forces which can exercise influence in an organizational setting and which will be accompanied by cooperative and favorable attitudes.

6. Other competencies include relating with all public, financial, and legal affairs, curriculum development, personnel services, student services, plant operations and building programs.

A monthly report shall be made to the college supervisor identifying those areas of involvement and the experiences encountered.

1. The intern's individual responsibility should progressively increase and provide him opportunity to test some of his ideas. These activities should be adequately supervised and provisions should be made to allow the appropriate activity to be pursued to a conclusion.

2. The intern shall maintain a daily log of his experience and submit a copy along with the monthly progress report to this college supervisor.

3. So that the intern may apply the general benefits of his on-the-job experience, he must plan, develop, and provide rationale for a special project which he

believes would improve the educational agency at the local level. If applicable, the cooperating administrator is encouraged to allow the intern to implement the special project he develops.

4. The intern shall complete all professional readings assigned by his cooperating administrator and/or college supervisor.

5. Upon completion of the internship, a final summary report shall be submitted to the college supervisor. So as not to curtail creativity, little format or style is provided. It is suggested that his summary be written for the intern's own future reference. He may wish to draw from his daily log, monthly progress reports, special project, or twelve assigned areas for the major part of his final summary. An introductory statement describing the setting remarks concerning evaluation of the total internship experience seem appropriate.

Program for the Preparation of Student Personnel Services in Community Colleges

During the past two years Kansas State Teachers College has offered a program of study for the Master of Science degree for student personnel services in higher education. Students interested in pursuing a program of student personnel services in community colleges will enter this established program, which will be coordinated by the Community College Education Center in cooperation with the director of the higher education program. The following is the course outline presently required for the degree.

The Master of Science degree will be awarded the student upon the successful completion of 33-36 semester hours. The following courses will be required of all students. Course substitutions may be made with departmental approval.

ED 524	Intro. to Student Personnel Services in Higher Education	3 hours
ED 522	Individual and Group Analysis	3 hours
ED 621	Supervised Practicum in Counseling I	2 hours
ED 623	Counseling Theory	3 hours
ED 624	Supervised Practicum in Counseling I	2 hours
ED 628	Seminar in Guidance	3 hours
ED 654	Statistics in Educational Research	3 hours
ED 651	Methods of Research	2 hours
ED 674	Administration of Student Personnel Services in Higher Education	3 hours

ED 633	Contemporary Philosophy of Education	3 hours
ED 675	Group Procedures in Counseling and Student Personnel Services	3 hours
	Elective	3-6 hours

The director, Dr. Pat Wade, is interested in providing, through the community colleges, internships for students interested in eventually entering a community college as a counselor, financial aids officer, registrar or admissions officer, or director of total student personnel programs. The procedure similar to that followed in preparing community college administrators will be developed for this program. Again, it is felt that the experiences provided in a guidance program are appropriate at any level of education and, therefore, it would not be necessary to restructure the total requirements except that the modular approach may be developed in terms of offerings and schedules.

Programs For Community College Support Staff

If the Center develops and additional educational and staff needs are identified, future programs will be developed under the Center concept used in developing and implementing the instructor, administrator, and student personnel programs. These support staff positions could include business managers, physical plant supervisors, custodians, student union managers and grounds maintenance supervisors, to name a few. Using the Center concept, resources from Kansas State Teachers College and the community colleges can be brought in to provide the course and internship experiences needed for effective preparation of individuals for these various responsibilities.

The Selection of Candidates for the Center Programs

The determination of the criteria used for acceptance in the program has been of great concern. It is necessary to have as minimum requirements those established by the graduate school which are considered to be minimal. Since the programs are based on competencies, it was decided that only minimum requirements should be used for entrance into the programs and that the real evaluation and determination of successful completion of the program would be after the intern had demonstrated his abilities and competencies. In other words an individual should have the opportunity to demonstrate

his capabilities rather than being not accepted because of barriers of nonvalid, unrealistic criteria. It was decided by the community college Advisory Committee that potential candidates would be interviewed by a selection committee representative of the community colleges and faculty of Kansas State Teachers College. It is assumed that very few individuals would be denied admittance strictly on the interview.

Summary Comments

Described in this report, as indicated by the title, is an approach toward the development and implementation of the Community College Education Center. Understandably it is not the only approach to such an effort as many institutions throughout the nation are operating programs similar to these. The writer throughout the development process has tried to be consistent in every step of establishing a relationship and understanding between four year and two year colleges stressing the realization that these types of institutions must complement each other, working together as equal partners toward common goals. It was felt important that every decision made concerning the Center's development and operation must have total agreement between two-year and four-year personnel. Another important consideration felt necessary to provide a realistic approach was that the experiences determined for the program should provide active participation by the student in that such activities and tasks performed should be interrelated rather than separate entities. Therefore, the competency-base module approach was determined to be the most effective process. Performance was determined to be the most important criteria for evaluation of the student's ability to effectively carry out the responsibilities for which he is being prepared. Objectives and tasks were identified so that the student at the onset would know exactly what is expected, thus, providng some self-evaluation criteria. The importance of providing more of the experiences within the community college setting was considered to be paramount. The ultimate objective of the program is to prepare an individual first to be competent in his teaching area, second to be able to effectively communicate this knowledge and to provide the techniques for the instructor to promote self-learning by the student. He should also understand completely the community college philosophy and all of its

ramifications including its mission, student body, and community. And last but not least, he should not only understand the community college but should totally accept this concept, which if accomplished will cause an excitement and challenge unparalleled in higher education today.